DOCUMENT RESUME

ED 300 060 JC 880 476

AUTHOR Felan, Blanche Z.
TITLE Establishing and Administering a Community College Vocational Assessment Center. Revised Second Edition.
INSTITUTION San Antonio Coll., Tex.
SPONS AGENCY Texas Higher Education Coordinating Board, Austin.
PUB DATE Jun 88
NOTE 53p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Adult Programs; *Adults; *Career Counseling; Community Colleges; *Educationally Disadvantaged; *Program Administration; Program Development; Program Implementation; Student Evaluation; Two Year Colleges; *Vocational Evaluation

ABSTRACT

This handbook provides guidelines for designing and establishing a vocational assessment center to address the special needs of educationally disadvantaged adults. Section I contains introductory comments on the problem of undereducated and underemployed adults and SAC's efforts to develop an assessment and advisement process specifically for this target population. After section II defines relevant terms, section III offers an overview of the demonstration project, entitled "Individualized Education and Employment Plans for Disadvantaged Adults," and funded with discretionary funds from the Carl D. Perkins Vocational Education Act of 1984. Next, section IV underscores the importance of client involvement in vocational assessment, and section V outlines the eight steps in the assessment process: (1) screen and provide an orientation for clients; (2) conduct a formal interview; (3) conduct medical screening; (4) determine educational achievement; (5) discover vocational interests and goals; (6) conduct interest inventories; (7) develop an individualized education and employment plan; and (8) offer referral information. Finally, section VI offers guidelines for program evaluation, section VII describes the role of the vocational evaluation specialist, and section VIII presents suggestions on how best to use the handbook. Several forms, worksheets, and checklists are appended, as well as a resource list useful for establishing an assessment center. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300060

ESTABLISHING AND ADMINISTERING A COMMUNITY COLLEGE VOCATIONAL ASSESSMENT CENTER

(This catalogue has been revised, including changes and additions in all the appendices, statistical data and the addition of a special client category.)

By

Blanche Z. Felan, B.A.A.S.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Z. Felan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Revised Second Edition

June 1988

San Antonio College

Academic Support Services

San Antonio, Texas 78284

A College of the Alamo
Community College District

JC 880 476

ACKNOWLEDGEMENTS

Thanks are due particularly to Richard F. James who originally proposed and developed this manuscript and the Vocational Assessment Center.

Other individuals who assisted in the preparation of this revised edition are, Gul-Mehri Kartal, Bala Krishnan and Evangelina Dominguez.

Many thanks to the Texas Higher Education Coordinating Board - Community Colleges and Technical Institutes Division for the funding and the opportunity of administering this Model Program.

THIS PROJECT WAS FUNDED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD THROUGH A GRANT UTILIZING FUNDS FROM THE CARL D. PERKINS VOCATIONAL EDUCATION ACT.

TABLE OF CONTENTS

SECTION		PAGE
I	INTRODUCTION	1
II	DEFINITION OF TERMS	2
III	OVERVIEW OF THE PROGRAM	3
IV	CLIENT INVOLVEMENT IN THE VOCATIONAL ASSESSMENT PROCESS	5
V	THE VOCATIONAL ASSESSMENT PROCESS	6
	The Vocational Assessment Interview	6
	Medical Screening	8
	Education Achievement	8
	Vocational Interests and Goals	9
	Work Samples	10
	Behavioral Observations	14
	The Final Report (IEEP)	15
	Referrals	16
VI	PROGRAM EVALUATION	17
VII	THE VOCATIONAL SPECIALIST	18
VIII	SUMMARY	19
IX	APPENDICES	20

I

INTRODUCTION

The problem of undereducated and underemployed adults has achieved unprecedented urgency at national, state, and local levels. The imporatnce given to the issue may reflect an intolerance toward the continued waste of human resources in this country as well as a realization that the future economic health of the United States rests with the productivity of all its citizens. Whereas only a few years ago a low skilled labor pool formed the basis of the economy, recent years have seen a trend toward technology and services as the most important labor need for business and industry. Today, even entry-level jobs require skills in reading and interpreting instructions, manual dexterity, and other special abilities often overlooked by adults seeking employment, additional training, or career planning.

To address this imperative, the Academic Support Services Department of San Antonio College secured funding from the Texas Coordinating Board to establish a specialized vocational assessment center specifically for educationally-disadvantaged adults. In focusing efforts to provide individualized education and employment plans, this assessment process extended the advisement process far beyond the traditional mode often associated with counseling programs aimed at this target population.

This handbook provides specific details with regard to model design, tasks, techniques, materials, and rationale for implementing a special-needs vocational assessment center. It is designed primarily for a community college setting but can be modified for other organizational settings since fundamental principles remain constant given the same target population.

II

DEFINITION OF TERMS

VOCATIONAL ASSESSMENT:

Vocational assessment is a comprehensive, individualized process conducted over a period of time involving a multidisciplinary-team approach, with the purpose of identifying individual characteristics, strengths, and weaknesses, and education, training, and placement needs. It is an ongoing process that occurs throughout the student's vocational programs. Vocational assessment is the collection of data which is used to make goal setting, programming, and placement decisions. This process of data collection provides the student with insight into his or her vocational potential and provides educators/trainers with the basis for planning a student's vocational program.

EDUCATIONALLY DISADVANTAGED:

Educationally disadvantaged students are individuals who are two or more years below grade level in achievement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. Students who are found to be two or more years below grade level in achievement in three or more academic classes or have a composite score on standardized tests that is below grade level will be eligible for this program. (See individual qualifying factors, Appendix-B).

ECONOMICALLY DISADVANTAGED:

Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch, AFDC, food stamps, Pell Grant, JTPA, etc. (See Appendix B).

VOCATIONAL INTEREST:

Vocational interest assessment is a measure which assesses a client's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in particular occupations. This type of test may require the student to look at pictures or it may be in a written format.

VOCATIONAL APTITUDE:

Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning as appropriate vocational plan for special needs students. Aptitude will include such things as manual dexterity, spatial ability. eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

III

OVERVIEW OF THE PROGRAM

This program was designed as a demonstration project entitled "Individualized Education and Employment Plans for Disadvantaged Adults", and was funded with discretionary funds from the Carl D. Perkins Vocational Education Act of 1984.

In establishing the Vocational Assessment Center for the Educationally and Economically Disadvantaged, the following goals were considered applicable:

1. To provide the participants with a comprehensive assessment of their present strengths as they apply to the local job market and educational institutions.
2. To refer each participant to the highest level of work or education for which he or she was capable at the time of assessment.

The highest possible publicity was given to this program. Dissemination of information to both public and private organizations was accomplished primarily by personal visits, word of mouth, lectures and flyers (See Appendix A). The interest in this program by the Alamo Community College District and the local community proved to be overwhelming. Clients were scheduled on a month to month basis, and many had to be rejected due to the number of requests for evaluations.

The participants were exclusively those who met the requirements outlined in the Carl D. Perkins Vocational Education Act, PL 98-524 (See Appendix B). They ranged in age from 17-69; however, 16 and 17 year olds could have been assessed if they were officially out of school and a consent form was signed by their parent(s) (See Appendix C). In this program there were a predominance of married Hispanic females followed by divorced/separated Hispanic females. The average age was 35.9 for females and 33.6 for males. At the time of entrance into the program, the educational level was 10.2 for females and 9.8 for males. Of these 44% of the males and 76% of the females were on AFDC, food stamps or other Federal or State assistance; 55% were below grade level in math or reading, with an average math score of 8.1 for males and 8.7 for females and an average reading score of 7.8 for males and 8.5 of the females. At the time of entrance into the program, 76% of the women had completed high school or GED certification. Of the men, 65% had completed high school or GED certification. At the time of acceptance into the program, 24% were unemployed and 70% had part-time jobs (20 hours or less a week). Most had been unemployed for at least twelve months. Most of the participants were living in subsidized housing or with friends or relatives. Their biggest complaint during their initial interview was that they could not find work because of "lack of experience" and lack of employable skills for todays job market. At the time of follow-up, 18% had found work either full or part-time, and 44% were in training. All participants were required to go through educational counseling, financial aid counseling, career counseling, as well as interviews with Women's Employment Network, the Bexar County Women's Center and the San Antonio Neighborhood Youth Organization. Of the total population served, 85% followed through with educational counseling, financial aid counseling, and/or career counseling; and 75% were seen by the Women's Employment Network, the Bexar County Women's Center, and/or the San Antonio Neighborhood Youth Organization which provided training in job search skills, resume writing, interviewing skills, filling-out job applications, appropriate dress, communication skills, and job leads.

Neighborhood Youth Organization which provided training in job search skills, resume writing, interviewing skills, filling-out job applications, appropriate dress, communication skills, and job leads.

In addition to the above participants, several clients with special problems were assessed. Two adult males, one with muscular dystrophy and the other with partial disability of his right arm, were referred to the Texas Rehabilitation Commission for further counseling and evaluation. One young adult male diagnosed as educable mentally retarded by the Disabled Student Services at San Antonio College, was referred to Disadvantaged Student Services for assistance in furthering his education, for special learning aids and any other needed service. A middle-aged male was diagnosed almost legally blind by private physicians and was referred to the Texas Rehabilitation Commission for further evaluation and services. Five clients (1 male and 4 females) previously diagnosed as having psychological and/or emotional disorders, were assessed and referred to Disadvantaged Student Services and other off-campus agencies that could address their needs. Most of these special clients followed through with all recommendations and referrals.

In accordance with the guidelines for serving the "Special Needs Students in Vocational Education", emphasis was placed on strenghts, interests, abilities, and aptitudes. Areas of assessment included, but were not limited to, the following:

- **Medical Screening:** vision, hearing, color discrimination, pulse rate, blood pressure, weight, height, and any physical condition that would interfere with educational or vocational pursuits.
- **Basic Skills:** vocabulary, reading comprehension, spelling, language and mathematics.
- **Sensory and Motor Skills:** dexterity, coordination, strength, mobility, range or motion, visual acuity.
- **Learning Preferences:** abstract conceptualization, active experimentation, concrete experience, reflective observation.
- **Vocational Skills and Aptitudes:** use of tools, materials and equipment, general potential for work.
- **Career Awareness and Interest:** knowledge of jobs, expressed interests, observed interests, etc.
- **Behavior:** worker characteristics and habits, job seeking skills, job keeping skills.

The major emphasis of the program involved the use of vocational assessment techniques employed to bring about active participation of the clients in understanding their strengths, aptitudes and abilities as they apply to training, education, and employment. Participants were asked to complete a number of tasks which involved academic achievement, medical screening, vocational interest and work samples. This information was combined with behavioral observations and interviews. Participants' anonymous evaluations of the program indicate that they felt the time they spent and the benefits they received were well worth the effort and they learned a lot about themselves.

IV

CLIENT INVOLVEMENT IN THE VOCATIONAL ASSESSMENT PROCESS

Client involvement in the vocational assessment process is the most important factor in determining the direction and scope of an individual's assessment. The client must know why he or she is being assessed, as well as what he or she can expect from the assessment. It is extremely important if not crucial to the success and effectiveness of the overall assessment. The client's understanding must be made clear during the screening and orientation or during the initial interview. The more the individual knows about the facility and assessment process, the more effective the evaluation will be. It is important that the individual understand that the information obtained through vocational assessment is needed to assist the individual in making sound vocational decisions. In order to fully participate in the vocational assessment process, the individual must have a thorough understanding of the overall purposes of the assessment as well as how the process can be of benefit to him or her.

Additionally, it is important that the individual's expectations be in agreement with what the facility can provide. If there are misunderstandings they should be cleared up before proceeding further. The client's understanding of his or her part in the overall success of the evaluation can have a major impact on the individual's motivation and participation. It is, therefore, important that there be mutual understanding on the objectives and goals of the assessment. The client must have an understanding of his or her role if planning and decision-making and the delivery if an effective vocational/educational assessment and plan is to be successfully accomplished.

V

THE VOCATIONAL ASSESSMENT PROCESS

There were eight general steps employed in the vocational assessment process at the San Antonio College Vocational Assessment Center. They are:

Screening and orientation
Formal interview
Medical screening
Educational achievement
Interest inventories
Vocational assessment and exploration
Developing an individualized education and employment plan
Recommendations and referrals

Those steps though conducted independently are closely interrelated. The evaluator collects all information to be used in a systematic and orderly fashion and then analyzes, integrates and interprets the information as it is collected. Through this process the need for additional information as well as the method by which it may be obtained is identified. The process then becomes one through which information is gathered, and its analysis, integration and interpretation results in the identification of need for more information gathering which in turn results in a more thorough assessment and a final report which will lead to appropriate recommendations and referrals.

THE VOCATIONAL ASSESSMENT INTERVIEW:

The vocational assessment interview is the most important part of the overall information gathering process. It is one of the first steps in the development of a working relationship between the client and the vocational evaluator. The vocational assessment interview is an ongoing process conducted throughout the evaluation.

The effectiveness of the interview is at least partially determined by how much the client knows and understands about the assessment process and the world of work. Basically, it can be said that the vocational assessment interview has two main purposes: the first is to collect and assemble information which leads to the development of an individualized education and employment plan; the second is to establish the rapport and trust necessary to develop an effecient working relationship between the client and evaluator.

The vocational assessment interview involves collecting biographical, medical, psychosocial, employment, vocational training, and educational histories (See Appendices D and E).

The vocational assessment interview questions are designed to discover the events and experiences in the individual's abilities as a result of his/her life experiences. One would assume that the client would know this information and be readily able to pass it on, and in most cases the client is able to do so. However, in some cases, especially in working with the economically and educationally disadvantaged, it may be necessary for the evaluator to read the questions and elicit verbal responses from the client.

In addition to collecting information, the evaluator gives information. The client is informed of the vocational assessment process and the techniques to be used to assess the client's vocational strengths, aptitudes, abilities, and potential. Through this process the client learns both the purpose and the process of the evaluation. With this understanding it is hoped that the client will be more inclined to commit himself/herself to the assessment process.

From this information the evaluator is able to identify additional questions which need to be answered as a result of the assessment process. For example, the medical history may indicate a back injury as a result of an auto accident, but it does not ascertain the specific limitations for lifting, reaching, stooping, bending, or squatting which may interfere with certain types of jobs; the work sample assessment can help to more thoroughly understand these limitations. In addition, information about previous employment may be vague and/or nonspecific. The written vocational history may list "construction worker", "mechanic", or "carpenter" which are generic titles for many different jobs. Here it may be necessary to determine the exact nature of the work done, i.e., was the worker independent or a helper? Can the worker use electric saws, rulers, drills, etc? (See Appendix E).

One question common to the vocational interview is: What kind of work would you like to do? The question assumes that the client has some knowledge of jobs and their requirements. Through the vocational interview process, the evaluator clarifies with the client, those aspects of past jobs which the client liked the most or least. Since most economically and educationally disadvantaged clients do not have a broad range of knowledge of jobs and their requirements, occupational information is necessary to assure client involvement and commitment. The synthesis and interpretation of data from the medical screening, vocational interview, interest inventories, achievement tests and work samples is the most effective method of increasing the client's awareness of the jobs for which he/she is most suited and their accompanying requirements. Although it may seem apparent, it should be kept in mind that different jobs require different abilities as well as different levels of general cognitive functioning. For example, an automobile mechanic would require a high level of mechanical ability, bi-manual coordination, finger dexterity, spatial reasoning, tool usage skills, and the ability to bend, reach and stoop with ease, but, usually would require very little verbal fluency. On the other hand, a sales-person or a lawyer would need good verbal fluency and comprehension, but no mechanical skills. Another example, would be that the bookkeeper or the accountant would need a good ability to work with numbers, while the jeweler would need good eye-hand coordination and finger dexterity. It is therefore imperative, that the vocational evaluation specialist evaluate according to the requirements of the jobs, while at the same time fitting the individual to the job. It is important to remember that each individual has to a greater or lesser extent the ability for verbal reasoning, working with numbers, manual dexterity, finger dexterity, spatial perception, eye-hand coordination, physical strength, inductive and deductive reasoning, and that in most cases these abilities can be strengthened with use.

By gathering biographical, medical, personality, social, employment, training, and education information, the vocational evaluator is able to begin the process of identifying the interests, aptitudes, physical abilities, educational achievements, personality traits and learning styles of the client. Many economically and educationally disadvantaged adults who enter

vocational assessment programs have little or no previous work experience. When experience in the world of work is limited, the individual's ability to select a realistic vocational goal is sometimes very difficult since the individual has little or no personal work experience. This can result in unrealistic choices which are often based on second-hand information obtained from television, movies and friends.

Other individuals may have a broad background of specific work experience but may have sustained traumatic injuries or disabling conditions that have forced them to consider new career choices. Persons having prior work experience are likely to have skills which are transferable; they at least have a basic knowledge of the world of work due to their prior contact with the work enviroment. Based on their particular injury, they may easily transfer their skills to other types of work.

For those who have diverse experience consisting of a wide variety of jobs of short duration, a different set of problems and needs are presented. Some people are fairly successful in obtaining employment, but for one reason or another, do not remain on any particular job very long. A work history indicating frequent job changes suggests that there may be serious work behavior/job retention problems which may have to be addressed through additional needs and abilities.

The vocational assessment interview is an on-going process and all information will not be collected in one interview session but rather will be collected throughout the entire assessment process. However, it is during the formal initial interview that rapport and trust will begin to develop between the client and the vocational evaluator. It should be remembered that the final objective is to collect as much vocationally relevant information as possible in all eight content areas. The vocational/educational interview is not completed until enough information is obtained to insure a complete, proper and effective individualized education and employment plan.

MEDICAL SCREENING:

Medical screening is an essential part of the overall vocational assessment process. It is essential for the vocational evaluator to understand the client's physical capacity, i.e., the ability to perform certain behaviors, functions or tasks. An understanding of the physical capacity of the individual provides the basis from which the evaluator seeks the vocationally revelent information. Since the vocational evaluator is responsible for choosing the appropriate assessment instruments, it is incumbent upon the evaluator to structure the medical screening in a manner which will result in the necessary information. Utilization of the Medical Screening Worksheet (See Appendix F) helps the evaluator to systematically identify the characteristics which need further attention. If a deficit is noted, the evaluator will refer the client to the school nurse or an appropriate facility for a more thorough examination (See Appendix G).

EDUCATIONAL ACHIEVEMENT:

The amount of education and training that a person has had are major factors influencing the variety and levels of jobs which will be available to that individual. Even most entry level

jobs require a high school diploma or equivalency as a minimum requirement. Although requirements may vary according to the local job market, generally the more educated or skilled person will have an advantage in the job market.

Achievement testing usually precedes all other testing because it provides information which may eliminate the need for collecting certain additional information. For example, if an achievement test measures the client's math level at the fourth grade, there would be no need to evaluate for additional aptitudes relating to a job of accounting. Achievement testing in the vocational assessment process usually covers the following categories:

1. Vocabulary
2. Reading Comprehension
3. Spelling
4. Language
5. Mathematics

The skills measured by achievement tests are general in nature but help the evaluator to identify vocational/educational assets and limitations. The achievement tests most frequently used in this program were the Adult Basic Learning Examination (ABLE) and Test of Adult Basic Education (TABE).

If an individual's existing educational level or lack of specific skills severly limits the person's ability to find and keep a job, additional education and/or training may be needed. In deciding about additional education and/or training, specific information about the person's general educational level must be obtained. Reading level is particularly important if the needed education or training is classroom based; however, caution must be exercised in using reading level as an indicator of a person's ability to participate in or to benefit from additional training. If reading skills are not required in the actual performance of a job, other ways can and should be used to provide the desired training.

VOCATIONAL INTERESTS AND GOALS:

Many persons begin vocational assessment or other services without having specific long range or short range vocational goals in mind. This is particularly true for those who have had limited education, training, or work experience. There are others who are quite good at stating their interests and preferred job goals. Individuals who have extremely unrealistic vocational goals, in view of other education and/or experience can often be more difficult to work with than individuals who have no goals at all. Clarifying vocational goals and interests is a primary function of the vocational assessment process since selection of a vocational goal is a first step towards employment.

Every individual should be given the opportunity to clarify his or her vocational choice. There are a variety of methods and techniques for doing this, ranging from vocational interest questionnaires to work samples, to career exploration activities. The evaluation should be supplemented by occupational information in order to assist the individual in learning as much about potential jobs as possible. Care must be used in selecting occupational informa-

tion which is appropriate to the individual's educational achievement and vocational assessment levels.

Interest tests generally are designed to assess a person's interests which relate to jobs rather than the abilities to perform jobs. The **Self-Directed Search** and the **Work Experience Inventory** were the tests most commonly used to measure interest in this model. There are also interest tests available for the non-reader such as the **Wide Range Interest** and **Opinion Tests** and the **Picture Interest Inventory.**

WORK SAMPLES:

Work samples represent an important component of the vocational assessment process. The administration of work samples and other vocational tests is a highly specialized field in which both paper and pencil and hands-on-tests are used to measure skills, aptitudes, interests, and psychosocial traits related to success in the world of work. A work sample may take as little as a few minutes, or as much as several hours. Work samples should simulate the complete range of work activities of which a particular job or occupation group is comprised.

Work samples provide the vocational evaluator the ability to extend the evaluation process beyond the occupational information and exploration stage. They allow the client to experience activities which are obviously related to work. They provide the client an opportunity to experience work and to relate worker traits to actual jobs. For those persons whose vocational histories are minimal, or whose disabilities have eliminated many of their previously demonstrated transferable skills, or those who are educationally or economically disadvantaged, work samples become a viable method of assessing vocational skills. Since work samples are simulations of jobs (or various traits common to jobs), it is easy for the client to understand their relationships to work. Work samples usually emphasize psychomotor skills rather than verbal abilities; they produce information from hands-on activities. The use of work samples in assessing job skills and work related behavior cannot be overstated. (See Appendix H).

VOCATIONAL EVALUATION SYSTEMS BY SINGER (VES)

The VES was the first work sample system to be developed and sold by private industry. Resulting from a need to assess Job Corps trainees for areas of vocational skill training, Singer, a Job Corps contractor initially developed ten independent work samples. The system now incudes many samples.

Clients are rated on a five-point scale relating to time and quality. Specific observable work activities are measured in the various samples, and the resuts can be related to more than 1,000 job areas described in the Dictionary of Occupational Titles

VALPAR COMPONENT WORK SAMPLE SERIES (VALPAR)

VALPAR was developed initially to be used to evaluate the industrially injured. Its developer, VALPAR Corporation, began as a rehabilitation services provider. Resulting from the need for vocational evaluation of persons with physical disabilities, VALPAR developed work samples for its own use. Recognizing that other service programs had similar needs,

VALPAR officials decided to market the system. Presently there are over twenty work samples. Norms are available on selected client populations.

MICRO TOWER (MT)

The Institute for the Crippled and Disabled (ICD) developed the MT for use with populations of phyically and mentally handicapped. It may be used with persons ranging from educable mentally retarded through the normal range. Normative data is based on over 1200 people of various ethnic, disability, and disadvantaged groups.

MEASURMENT BY VALID TESTS

The use of tests is critical in the vocational evaluation process for the identification of skills of some individuals. Tests have been developed which may be used to evaluate the levels of general education, aptitudes, interests, eye-hand coordination, manual dexterity, perceptual ability, spatial ability, and physical strength. The skills and examples of instruments which were used in this model are:

A. Reasoning:
Math—Test of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)
Bookkeeping
Language—Test of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)
Message Taking

A. Achievement Testing—Test of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)

C. Verbal Ability—Microtower-message taking

D. Numerical Ability—Microtower Bookkeeper,
Tests of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)
Data Calculation Test.

E. Spatial Perception—Differential Aptitude Test (DAT)
Spatial Relations
Singer Blue Print Reading
Size Discrimination Test.

F. Form Perception—Blue Print Reading, Problem Solving.

G. Clerical Perception—Typing, Record Checking, 10-Key, Filing, Message Taking, Mail Sorting.

H. Motor Coordination—Whole Body Range of Motion,
Purdue Peg Board,
Bolt Block Assembly.

I. Finger Dexterity—Purdue Peg Board,
Bolt Block Assembly.

J. Physical Attributes—Whole Body Range of Motion,
Grip Dynometer.

K. Color Discrimination—Ishihara Color Test.

L. Vision-Standard Eye Chart.

Message Taking:

This work sample is intended to assess specific verbal skills in understanding spoken English, short term memory, writing brief messages in English, concentration, and attention to detail. Speed and accuracy are important factors.

Mail Sorting:

This work sample is intended to measure perceptual-motor skills, the ability to work efficiently with detailed verbal and numerical material, some finger and manual dexterity, and alphabetical and numerical recognition. Speed and accuracy are important factors.

Filing:

This work sample is intended to assess clerical perceptual ability for filing in both alphabetical and numerical order, limited finger and manual dexterity, eye-hand coordination and the ability to work effeciently with both verbal and numerical material. Speed and accuracy are important factors.

Bookkeeping:

This work sample is intended to assess aptitude and ability to organize and post numerical data, pay attention to detail, use a standard electrical calculator, follow and carry out fairly complex verbal instructions, basic math skills, and some decision making ability. Speed and accuracy are important factors.

Typing:

This work sample is intended to assess aptitude and ability in typing. It assesses finger dexterity, eye-hand coordination, and to some degree knowledge of typewriter use. However, the typing can be modified to allow a person to take typing aptitude test regardless of any previous exposure to typing. On both the standard typing test or the modified typing test, speed and accuracy are important factors.

Blue Print Reading:

This work sample is intended to measure spatial-perceptual skills, reasoning, and form perception. Accuracy is an important factor.

Record Checking:

This work sample is intended to measure clerical checking and copying ability, the ability to work with relatively easy verbal and numerical material, the ability to follow fairly simple verbal instructions, and eye-hand coordination. Speed and accuracy are important factors.

10-Key Adding Machine:

This work sample is intended to measure the aptitude and ability to perform routine, repetitive tasks using a standard 10-key calculator. It requires close attention to detail, record checking ability, finger dexterity, visual acuity, and ability to record numerical data. Speed and accuracy are important factors.

Bolt-Block Assembly:

This work sample is intended to measure the ability to follow fairly simple verbal and demonstrated instructions. It assesses motor coordination, manual dexterity, finger dexterity, eye-hand coordination, and the ability to work at routine repetitive tasks. Speed and accuracy are important factors.

Small Tool Usage:

This work sample is intended to measure a person's aptitude and ability to understand and work with small hand tools. It is designed to give a functional measure of motor coordination, finger dexterity, ability to perform routine repetitive tasks, eye-hand coordination, and the ability to follow verbal instructions. Speed and accuracy are important factors.

Ruler Usage:

This work sample is intended to assess a person's ability and aptitude to understand and accurately use a standard ruler to one-sixteenth of an inch.

Whole Body Range of Motion:

This work sample is intended to measure a person's range of motion and work tolerance related to the arms, hands, trunk, legs and fingers. The person is required to demonstrate the ability to bend, reach, stoop and squat. It also measures eye-hand coordination, finger dexterity, bi-manual coordination, form perception, and ability to follow verbal instructions. Speed and accuracy are important factors.

Lighting Power Circuit:

This work sample is intended to measure a person's ability to work at tasks common to electrical work. This work sample assesses manual dexterity, tool usage, safety consciousness, form perception, ability to perform sequential instructions, color discrimination, and attention to detail. Speed and accuracy are important factors.

Clean-up:

This work sample is designed to assess the ability and aptitude to perform basic janitorial tasks such as sweeping, dusting, cleaning, mixing soap and water, following directions, staying on task and using basic cleaning materials. Accuracy is an important factor.

Sales and Shipping:

This work sample is intended to measure a person's ability to compute basic numerical data, reason numerically, follow fairly complex written and verbal instruc-

tions, sustain concentration, organize, and make decisions. Speed and accuracy are important factors.

Alphabetical Filing:

This work sample is intended to measure a person's ability to file in alphabetical order by last name. It is a very basic filing task requiring limited verbal or demonstrated instructions. It measures eye-hand coordination, finger and manual dexterity. Speed and accuracy are important factors.

Size Discrimination Test:

This work sample measures ability to perform work tasks requiring visual size discrimination, bimanual coordination, and finger dexterity. This work sample is also designed to provide insight into many worker characteristics including making decisions, accepting supervision, tolerating time pressure, and concentration. Speed and accuracy are important.

BEHAVIORAL OBSERVATIONS:

The evaluator sh[illegible]evelop a repertoire of observational techniques to actively observe clients wi[illegible]ey are at work or leisure. The purpose is to focus upon the clients' behavior as it relates to productivity, work behavior, interactions with others, and frustration tolerance. Special attention should be paid to their ability to follow instructions, learning style, relationships with other clients and authority figures, physical tolerance, personal behavior or any other behaviors that the evaluator can use to make decisions about the clients and the world of work. Through observation, valuable information can be gained concerning the clients' overall level of functioning. As with all other types of information, observational information should be described in behavioral terms (See Appendix I). In order that we may be successful to this end, we must have a basic knowledge and understanding of behavior and its relationship to successful job placement and training.

The presence of disruptive or other unproductive behavior that may lead to unproductive work and behavior which may require professional intervention, must be identified and dealt with prior to or in conjunction with job placement or training. Personality tests are often used for the purpose of identifying personality problems that might interfere with vocational functioning. Their purpose in the overall vocational assessment process is to identify and/or predict vocational behaviors which strengthen or weaken an individual's potential for employment. However, too often the "psychological evaluation" report which follows the use of personality tests is stated in terms which are of little use to the vocational assessment process. Terms which serve to "label" the individual can further hinder his or her vocational/educational growth. After assessment has been made in the areas of educational achievement, interest, medical screening, aptitudes, and learning style, it is important for the vocational evaluator to describe behaviorally the strengths and weaknesses as demonstrated by the client during the assessment and to predict how their strengths and weaknesses will impact on future education and employment. Personality tests should only be used as an

adjunct to observation and interviewing and not as an end.

Some examples of personality tests that were considered for use in this model were **The Personality Screening Inventory** and **The Jackson Personality Inventory**. Both of these tests are designated "Level B" tests using the classification of The American Psychological Association Standards. Both tests were used only as screening devices and only with those individuals who appeared to need and might benefit from more intensive intervention.

THE FINAL REPORT

The Individualized Education and Employment Plan (IEEP) includes pertinent information about the client which will assist in making appropriate vocational decisions. The final report gives information about the client's history, achievements, interests, aptitudes, work-related behaviors, and goals. The report should be flexible enough to meet the needs of the serving agency, the referring agency, and the individual (See Appendix J).

Report writing is among the most important activities of the vocational evaluator. Decisions concerning format and content are important. The IEEP should include, but is not limited to:

Identifying Information: Name, address, social security number, telephone number, sex, ethnicity, birth date, etc.

Medical Screening: A brief description of any medical or physical problems that may require attention or may intefere with vocational or educational pursuits.

Educational Achievement: A brief description of past schooling, training, and present academic functioning.

Past and Present Work History: A brief description of past and present employment, i.e., types of work and length of employment.

Vocational Interests: A brief statement of present vocational skills and aptitudes including clerical, computational, manual, social services, mechanical, math/science, and persuasive pursuits.

Vocational Skills and Aptitudes: A brief description of vocational skills and aptitudes including verbal reasoning, numerical ability, abstract reasoning, spatial relations, clerical speed and accuracy as well as demonstrated dexterity, coordination, strength, mobility, range of motion, visual and auditory acuity and general potential for work.

Learning Style: A brief description of best learning style in terms of abstract conceptualization, active experimentation, concrete experience and/or reflective observation.

Short-Term Employment Goals: Expressed as D.O.T. titles and D.O.T. codes, this includes only those codes and titles that the individual expressed interest in and demonstrated a potential for.

Long-Term Employment Goals: Expressed as D.O.T. titles and D.O.T. codes, this includes only those codes and titles that the individual expressed interest in and demonstrated a potential for.

Short-Term Educational Goals: A brief description of client's immediate educational goals to include GED certification, GED preparation classes, academic upgrading, etc.

Long-Term Educational Goals: A brief description of client's stated long-term educational goals, i.e. degree, certificate, diploma, etc.

Personality Traits: A brief description of the individual's work behavior, work tolerance, maturity, motivation, judgement, punctuality and any other behavior that would affect work retention.

Referrals and Recommendations: A brief list of agencies, institutions and/or services to which the client is being referred, including the name, address, telephone number and person to be seen. Also a brief list of D.O.T. codes for immediate job placement in the local job market. All job titles and codes should be based on the individual's past work experience and/or work sample performance.

Here are some additional hints for effective report writing:

1) Answer the referral questions.
2) Be concise and to the point.
3) Stress the positive but do not hesitate to include serious weaknesses that would interfere with employment or training.
4) Present objective information
5) Make your referrals and recommendations based on actual client-demonstrated ability and performances.
6) Use discriptive words when possible.
7) Write in a readable style.

Referrals:

It is incumbent upon the vocational evaluator to offer appropriate referral information to the client upon the completion of the vocational assessment process. The client may need additional educational, career, or job placement information and/or counseling. Linkages with educational institutions and community service agencies can facilitate the referral process (See Appendix K).

A copy of the Individualized Education and Employment Plan may in turn facilitate the educational career and job placement counseling. The Vocational Assessment Center should make this information available only upon the request of the client (See Appendix L).

Transportation:

One area that is too often overlooked in vocational assessment but one that can be and often is a key to successful job placement or training is in the area of transportation. Specific attention should be given to this area in both the interview and the final report. How does this client most frequently get around? Does he/she have a current driver's license? Does he/she have a car, easy access to a car, or use public transportation?

Transportation, access to transportation and ability to use public transportation may limit the individual in the type of job or the location of a job they might be able to get. Because many of the economically disadvantaged adults depend on others to provide their transportation (family, friends, and public transportation), it is important to determine their ability and willingness to work at particular times and locations as well as what alternatives are available that would meet their special needs.

Child Care:

A second major area that many economically disadvantaged adults encounter and one that represents a substantial barrier to looking for work as well as keeping a job or attending training is child care. If child care concerns are not satisfactorily met, then the chances of successfully entering or completing training, or employment are not likely.

VI

PROGRAM EVALUATION

The operation, maintenance, and management of a vocational assessment unit must include a comprehensive program for evaluation. Evaluation is an integral part of program planning, decision making and management. The following guidelines address minimum evaluation criteria to be addressed by an advisory committee:

A. The perceptions of the program participants (see Appendix N).

B. The degree to which program standards are being met and modified when needed (See Appendix N).

C. The effectiveness of vocational assessment, information and referral services (See Appendix O).

D. The adequacy of publicity so that those who are qualified and are interested in participation in the program are afforded the opportunity.

E. The support of agencies who work with educationally and economically disadvantaged adults.

F. The existence of communications, referral networks, and administrative coordination between the vocational assessment unit and local community education, training and employment agencies.

G. The existence of problem areas and needs for other technical assistance.

H. The identification of possible areas of research.

I. The planning of comprehensive staff training and professional development on a continuing basis for all program employees.

Each facility has a responsibility to insure it is effectively meeting its stated goals to the community and the individual. In order that it meet its responsibility, it must first objectively evaluate itself.

VII

THE VOCATIONAL EVALUATION SPECIALIST

The primary role of the Vocational Evaluation Specialist is to facilitate the successful placement of individuals in positions commensurate with their interests, aptitudes, skills and performance during the evaluation, at their highest possible level of productivity and successful participation in work, family and community life. In order that this might be accomplished, it is of the utmost importance that the Vocational Evaluation Specialist set aside all prejudices, biases, and pre-conceived notions when dealing with economically and educationally disadvantaged adults. We must always bear in mind that each person regardless of age, race, sex, religion, or disability must be viewed as a special and unique person, and each has to a greater or lesser extent something to offer society. We as vocational evaluation professionals must be goal-oriented, be able to work in a variety of settings, be part of a team, be aware of and work closely with community resources, be knowledgeable of the world of work and its requirements, and if that were not enough, we must be skilled in advocacy, consultation, coordination, remediation as well as assessing the physical, mental and intellectual difficulties of the individuals. If we as professionals can accomplish this, then we can help those we work with meet their special needs.

VIII

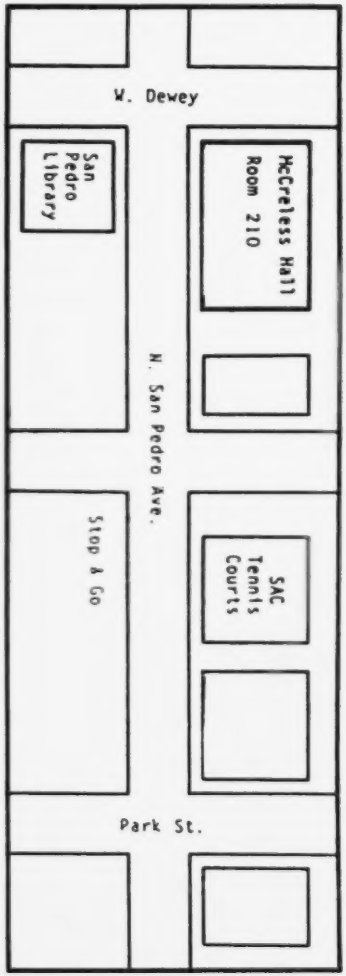
SUMMARY

This publication has been written and is designed for those colleges and other interested agencies contemplating the establishment of a vocational assessment center. It is suggested that the material in this book be closely examined, and the existing facility procedures and materials be reviewed in order to determine how effectively the ideas outlined in this booklet are presently being implemented. It may be decided that current information-gathering procedures, as well as evaluation and planning, are effective. It is hoped that this self-examination will or may lead to the conclusion that improvements in these procedures can and should be made. If it is determined that a change is necessary, the next step is to develop procedures and methods which the staff will find useful for their particular situation. This may consist of using the material in the manual as is, using it with some modification, or developing totally new materials that are based on the concepts and principals herein described. However, each facility should develop procedures prior to their implementation. It may become apparent that a series on in-service training sessions may be necessary in order to make adequate preparations for the implementation and operation of a successful vocational evaluation center. The concepts, principals, and procedures outlined here are intended as a guide only, and it is hoped the user will feel free to discard or modify those they find do not meet local needs.

IX

APPENDICES

APPENDIX	DOCUMENT
A	Vocational Assessment Center Brochure
B	Individual Qualifying Factors
C	Parent(s) Consent for Vocational Assessment
D	Demographics Worksheet
E	Interview Worksheet
F	Medical Screening
G	Medical Referral Slip
H	Work Sample Test Results
I	Behavior Observation Worksheet
J	Individualized Education and Employment Plan
K	Education and Employment Referrals
L	Student Consent for Release of Confidential Vocational/Educational Information
M	Local Job-Line Phone Numbers
N	Client Evaluation of the Vocational Assessment
O	The Standards for Operating the San Antonio College Vocational Assessment Center
P	Vocational Assessment Follow-up Worksheet
Q	Resources



VOCATIONAL ASSESSMENT CENTER

Bringing It Together

SAN ANTONIO COLLEGE
CONTINUING EDUCATION
VOCATIONAL
ASSESSMENT CENTER

733-2653

THE VOCATIONAL ASSESSMENT CENTER

The Vocational Assessment Center is a service offered by San Antonio College designed to assist individuals in determining vocational and educational goals and objectives.

Location:

The Center is located in room 210 of McCreless Hall.

Times:

Services are offered by appointment Monday through Thursday, 1:00 to 5:00, Friday 1:00 to 4:00.

Eligibility:

Services are offered to economically and educationally disadvantaged adults under the Carl D. Perkins Vocational Education Act.

Costs:

Services are **FREE** of charge.

Services:

The scope of assessment activities will be sufficiently comprehensive to assist in obtaining information concerning:

A. physical and psychomotor capacities
B. intellectual capacities
C. educational achievements
D. interests, attitudes and knowledge about occupations
E. personal, social and work histories
F. aptitudes
G. emotional stability
H. work skills and work tolerance
I. work habits

Working together, the client and the evaluator will develop appropriate vocational and educational plans which include specific recommendations expressed as D.O.T. titles and D.O.T. codes and specific opportunities for education and training to reach the individual's career goals.

Methods:

A broad range of formal and informal assessment instruments will be supplemented by personal interviews and behavioral observations.

Adaptations:

Appropriate adaptive assessment tools and methods will be used wherever possible with individuals having sensory, physical, communication or other functional limitations.

Reports:

For each individual served in the vocational assessment center, a written report will be prepared, interpreted to the individual and disseminated to appropriate agencies or individuals.

For more information about the vocational Assessment Center contact:

APPENDIX B
INDIVIDUAL QUALIFYING FACTORS

NAME_____ SSN_____

ADDRESS_____ CITY_____ STATE_____ ZIP_____

AGE_____ SEX_____ RACE_____ HOME PHONE_____

Qualifying Factors:

1. AFDC: Yes_____ No_____
2. Food Stamps: Yes_____ No_____
3. Free or Reduced-price School Lunch: Yes_____ No_____
4. Annual Income At or Below Poverty Line: Yes_____ No_____
5. Pell Grant or Comparable State Program: Yes_____ No_____
6. JTPA Certified: Yes_____ No_____
7. Other Public Assistance: Yes_____ No_____ What:_____
8. Test Results:
   - A. Reading: Grade Level_____
   - B. Math: Grade Level_____

APPENDIX C
PARENT(S) CONSENT FOR VOCATIONAL ASSESSMENT

(TO BE COMPLETED ON ALL 16 AND 17 YEAR OLD APPLICANTS)

I, Mr./Ms. _____ certify

that my son/daughter—NAME: _____

AGE: _____ SSN: _____ is officially withdrawn from

school, and I give my permission for him/her to participate in vocational assessment.

_____

Signature of Parent or Guardian

Date: _____

APPENDIX D
DEMOGRAPHICS WORKSHEET

DATE: _____

NAME: _____ SSN: _____ SEX: _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

ETHNICITY: Hispanic _____ White _____ Black _____ Other _____ AGE: _____

HIGHEST GRADE COMPLETED: __ NUMBER OF COLLEGE HOURS COMPLETED: __

GED: Yes_____ No_____ YOUR PRIMARY LANGUAGE: _____

SINGLE:____ MARRIED:____ WIDOWED:____ DIVORCED:_____ SEPARATED:____

DO YOU LIVE WITH: Spouse _____ Parents _____ Relatives _____ Friends _____

NUMBER OF CHILDREN YOU SUPPORT:_____

ARE YOU WORKING NOW: Yes _____ No _____ Full time _____ Part time _____

HOW MUCH DO YOU EARN HOURLY: $_____._____

HOW LONG HAVE YOU BEEN UNEMPLOYED: Months _____ Weeks _____

ARE YOU PRESENTLY ON: AFDC_____ Foodstamps_____ Other_____

READING LEVEL:_____ MATH LEVEL:_____

REFERRED BY:_____

_____

APPENDIX E
INTERVIEW WORKSHEET

NAME: _____ SSN: _____ AGE: _____ SEX: _____

ADDRESS: _____ DOB: _____ TELEPHONE: _____

Primary Language: _____ Other: _____

Number of Dependents: _____

Military Service: Yes_____ No_____ Branch_____

General Appearances: _____

_____

Marital Status: Single____, Married____, Widowed____, Separated____, Divorced____

EDUCATION:

Where did you go to school? _____

Highest grade completed?_____

Special Education (What subjects)?_____

How did you do in school, generally? _____

Did you ever take any vocational courses? _____

_____

Did you have any problems with teachers,...other students,...

school work,...fights,...family problems? _____

_____

Do you type? Yes_____ No_____ WPM_____

Have you ever attended college? When _____ Where _____

_____

Why did you quit school? (If not a H.S.G.) _____

_____

Did you ever take GED courses? _____

Did you finish? _____

Why did you quit GED classes? (If not completed) _____

_____

How do you feel about getting a GED now? _____

_____

Have you ever had any special job training? _____

_____

_____

EMPLOYMENT HISTORY:

Are you working now? Yes_____ No_____ Where? _____

Where did you last work? _____

Location: _____

Approx. dates: _____

Job description: _____

_____

Reason for leaving: _____

_____

List all previous employers: _____

_____

List all duties performed: _____

_____

_____

Are you presently enrolled in any vocational or technical classes? _____

_____

When was the last time you looked for a job? _____

What kind? _____

What do you think is the reason you haven't been hired? (Explain) _____

_____

_____

_____

How do you support yourself now? _____

AFDC _____

Food Stamps _____

S.S.I. _____

Disability _____

Other (Explain) _____

How do you get around? (Primary means of transportation)

Car _____

Bus _____

Walk _____

TRAINING INTERESTS:

What are you most interested in now?

Training _____

GED _____

O.J.T. _____

Job _____

Schooling _____

(If classroom training) How will you support yourself? _____

_____

What kind of job are you most interested in right now? (List three)

1. _____

2. _____

3. _____

Any jobs you would not do? (Explain) _____

_____

How does your family or spouse feel about you entering training? _____

_____

_____

MEDICAL HISTORY:

Have you ever had any: (If yes, explain)

Serious illness or hospitalizations: (Explain) _____

_____

_____

Back injury? _____

_____

Serious injury (Auto accident)? _____

_____

Head injury (Been unconcious-how long)? _____

_____

Do you have any health or medical problems now? _____

_____

Are you now on medication? _____

What kind? _____

How much? _____

What for? _____

Have you ever been to see a: (Explain)

Psychologist? (Dr.'s name and address) _____

Psychiatrist? (Dr.'s name and address) _____

Counselor? (Name and address) _____

Explain: _____

_____

Have you ever been a client of TRC? _____

Diagnoses_____

Counselor _____

Date(s) _____

Do you have any hobbies, outside interests, etc? _____

_____

What would you probably be doing right now if you weren't here? _____

_____

How do you feel about your current living situation? (Explain) _____

_____

_____

_____

What kind of mood have you been in during the last 3 or 4 weeks? _____

_____

_____

HAVE YOU EVER: (Explain)

Been very sad or depressed?_____

_____

_____

Felt so upset you thought about hurting yourself? _____

_____

Had problems sleeping? _____

Gained or lost weight suddenly? _____

Felt so nervous or anxious that you had trouble getting things done? _____

_____

What kind of thing makes you real angry?_____

_____

What do you do when you get angry at home?_____

_____

What do you do if you get angry at work?_____

_____

Do you drink? (beer, wine, liquor) _____

How much do you usually drink in a week? _____

What are you like when you've been drinking? _____

_____

Does your family/spouse/friends think you drink too much? _____

_____

Has drinking caused any problems with family/friends or the law? _____

_____

_____

Have you ever been in trouble with the law for anything? _____

_____

Have you ever heard voices others didn't hear? _____

_____

Have you ever seen things that no one else sees? _____

_____

How would you describe yourself?_____

_____

What do you hope you'll be doing four or five years from now? _____

_____

Do you think things will work out for you? _____

_____

DO YOU USE OR NEED:	YES	NO
1. Glasses	_____	_____
2. Dentures	_____	_____
3. Hearing Aid	_____	_____
4. Wheelchair	_____	_____
5. Cane/Crutch	_____	_____
6. Artificial Limb	_____	_____
7. Braces	_____	_____
8. Special Shoes	_____	_____
9. Other (explain)	_____	_____

NOTES/COMMENTS:

APPENDIX F
MEDICAL SCREENING WORKSHEET

NAME _____ AGE _____ DATE _____

SSN_____ RACE_____ SEX_____ DOB_____

HEIGHT _____ WEIGHT _____ BLOOD PRESSURE _____

PULSE RATE _____ RESPIRATION RATE _____ TEMPERATURE _____

VISION: Without Correction:Right_____ Left_____ Both_____

With Correction:Right_____ Left_____ Both_____

HEARING: Right_____ Left_____ Both_____

ANY KNOWN DISEASES, DISABILITIES, TRAUMA OR PREVIOUS SERIOUS ILLNESSES:

_____

_____

_____

CURRENT MEDICATIONS: _____

ISHIHARA TEST OF COLOR BLINDNESS:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	

RANGE OF MOTION: Bend_____ Reach_____ Stoop_____ Kneel_____ Stand_____

_____

GENERAL OVERALL PHYSICAL CONDITION: _____

_____

REFERRED TO AND REASON FOR REFERRAL: _____

_____

APPENDIX G
MEDICAL REFERRAL SLIP

TO: Ms. Jo Ann Murillo, RN DATE:_____

SAC Health Care Center

Fletcher Administration Center, Room110

Mr./Ms. _____ SSN: _____

is referred for a more comprehensive physical evaluation.

Medical screening suggests the possible presence of a significant:

( ) Vision/Color deficit: R _____/_____, L _____/_____, Both _____/_____

( ) Hearing deficit: R_____/_____, L_____/_____, Both_____/_____

( ) Possible hypertension: _____/_____

( ) Other (explain): _____

APPENDIX H
WORK SAMPLE TEST RESULTS

NAME: _____ DATE: _____

SSN: _____

WORK SAMPLE	1st SCORE		2nd SCORE	
	SPEED	ACCURACY	SPEED	ACCURACY
MESSAGE TAKING				
MAIL SORTING				
FILING (VP) (ALPHABETICAL)				
BOOKKEEPING				
TYPING (VP) (STANDARD)				
BLUE PRINT READING				
RECORD CHECKING				
10 KEY ADDING MACHINE				
BOLT-BLOCK ASSEMBLY				
SMALL TOOLS USAGE				
RULER USAGE				
WHOLE BODY RANGE OF MOTION				
LIGHTING POWER CIRCUIT				
CLEAN-UP				
SALES AND SHIPPING				
ALPHABETICAL FILING				
SIZE DISCRIMINATION TEST				
CASH REGISTER				
SORTING				

APPENDIX I
BEHAVIORAL OBSERVATIONS WORKSHEET

NAME: _____ SSN: _____ DATE: _____

General Behavior: **Comments**

Appearance

Behavioral problems

Physical problems

Relations with supervisor

Relations with peers

Self-image

Attitude

Reaction to pressure

Work Behavior:

Understanding instructions

Attention span

Work attitude/motivation

Need for individualized help

Efficiency

APPENDIX J
INDIVIDUALIZED EDUCATION AND EMPLOYMENT PLAN

NAME: _____ SSN: _____ DATE: _____

ADDRESS: _____ CITY: _____ STATE: _____

AGE: _____ SEX: _____ HOME PHONE: _____ ZIP: _____

MEDICAL SCREENING:

EDUCATIONAL ACHIEVEMENT:

WORK HISTORY:

VOCATIONAL INTERESTS:

VOCATIONAL SKILLS AND APTITUDE:

LEARNING STYLE:

LEARNING STYLE:

SHORT TERM EMPLOYMENT GOALS:

LONG TERM EMPLOYMENT GOALS:

SHORT TERM EDUCATIONAL GOALS:

LONG TERM EDUCATIONAL GOALS:

PERSONALITY TRAITS:

RECOMMENDATIONS AND REFERRALS:

_____

Vocational Assessment Counselor

APPENDIX K
SAN ANTONIO COLLEGE
VOCATIONAL ASSESSMENT CENTER

EDUCATION AND EMPLOYMENT REFERRALS

Mr./Ms. _____
is presently receiving services at the San Antonio College Vocational Assessment Center. He/she is referred to your service for more information concerning:

San Antonio College:

1. ( ) Educational Counseling	(733-2300)		(FAC-208)
2. ( ) Financial Aid	(733-2153)		(FAC-115)
3. ( ) Admission & Records	(733-2589)		(FAC-200)
4. ( ) Foreign Student Services	(733-2306)		(FAC-206)
5. ( ) Job Placement/Career Counseling	(733-2300)		(FAC-208)
6. ( ) Disadvantaged Students	(733-2752)		(FAC-101)
7. ( ) San Antonio College Referral Center (Continuing Education Department)	(733-2635/36)		(FAC-200)
8. ( ) Basic Skills and GED Referral Center	(733-2650)		(McC-210)
9. ( ) Women's Center (SAC)	(733-2299)	(733-2299)	(Annex-A)
10. ( ) Project Advance-Richard James	(733-2664)		(FAC-309)

Community Agencies:

11. ( ) Bexar County Opportunities Industrial Center BCOIC-
1923 E. Houston 78202 (225-6291)
Contact: Ms. Franklin Exc. Dir.: M. Kennedy

12. ( ) Bexar County Women's Center 2300 W. Commerce, Ste. 201, S.A., TX 78207 (225-4387)

13. ( ) BRADY-GREEN Clinic, 5th Floor-Dietitian Ruthie
Health & Nutrition Education Clinic
Medina St. S.A., TX78207 Ruthie Haywood, Nutritionist
Social Worker: Dan Mascorro (270-3623)

14. ( ) De Paul Family Center
Director: Sister Rosemary Riser
7603 Somerset Rd. 78211 (924-5903)
Criteria: Medical Eligibility: boundaries.
Dental Clinic no boundaries nor for Childcare Center.

15. ( ) Inman Christian Center - Director: Daniel Saucedo
1214 Colima 78207 (222-9641)
Eligibility criteria: based on income.
Services: Daycare, After School Care, Dental Clinic
no boundaries, for food and clothing boundaries.

16. ( ) Project Ayuda - Contact: Mary Ann Napolis,
2300 W. Commerce 78207 (224-5478)
Seniors Employment.

17. ( ) San Antonio Neighborhood Youth Organization
527 S. Main Ave., S.A., TX 78204 (224-6331)

18. ( ) Wesley Community Centers - Director: George Garcia
1406 Fitch 78211 (924-5194)
Med. & Dental Clinic, Daycare, classes in GED, Lit. & Esl., Crafts & Sports.
Some Community Social Activities.

19. ( ) Womens' Employment Network
109 Lexington, S.A., TX 78205 (224-3002)

20. ( ) Texas Rehabilitation Commission
127 E. Durango, Ste. A
San Antonio, TX 78204

21. ( ) Other: _____

_____

_____

_____

_____
Vocational Assessment Counselor

APPENDIX L
CONSENT FOR RELEASE OF
CONFIDENTIAL EDUCATION INFORMATION

DATE: _____

NAME: _____ SSN: _____

ADDRESS: _____ STATE: _____

HOME PHONE: _____ DOB _____ ZIP: _____

I hereby grant permission for the release of a copy of the results of my Individualized Education and Employment Plan.

Name of person and/or organization who will receive the report:

Person or Agency: _____

Address: _____

City: _____

State: _____

Zip Code: _____

Phone: _____

Date _____ Signature _____

APPENDIX M

LOCAL JOB LINE LISTINGS:

The following numbers are for your use: to contact those businesses and organizations for information concerning **job positions** and **announcements** available for the public at the present time.

FEDERAL
JOB LINE..... 229-6600 or 229-6611

CITY JOB LINE..... 299-7280

STATE JOB LINE..... 337-3234

ACCD JOB LINE..... 220-1600
- Alamo Community College District
(S.W. CENTER - PALO ALTO -
ST. PHILLIPS - SAN ANTONIO COLLEGE)

BROOKS AFB..... 536-3353
Personnel Office..... YVONNE REYNA
6570 AB6/DPCS..... 536-3810
Brooks AFB, Texas 78235-5000

KELLY AFB..... 925-3319
Personnel Office..... ELOISA SILVA
SA-ALC/DPCSEE..... 925-3327
Kelly AFB, Texas 78243-5000

ELECTRONIC SECURITY COMMAND,
KELLY AFB..... 925-2761
HQ ESC/DPCS..... MILLIE SMITH
San Antonio, Texas 78243-5000

CITY OF SAN ANTONIO..... 299-7280
Personnel Department
111 Plaza de Armas
San Antonio, Texas 78207

VIA TRANSPORTATION..... 270-0299

UNIVERSITY OF TEXAS
AT SAN ANTONIO
Personnel Department..... 691-4650

UNIVERSITY OF TEXAS
HEALTH SCIENCE..... 567-2615

BEXAR COUNTY
CIVIL SERVICE COMMISSION
410 S. Main, Rm. 207A..... 220-2549

LACKLAND AFB
Personnel Office..... 671-4117

RANDOLPH AFB
(Only for full time Federal Employees)
Personnel Office..... 652-6224

FT. SAM HOUSTON
HEADQUARTERS..... EDRIS WHITE HALL
Att: AFZG-CP
(Civilian Recruitment Office)
Building 340
Ft. Sam Houston, Texas 78234-5000
Position Announcement
Recording..... 221-5821 or
221-2166 or 221-3002

APPENDIX N
CLIENT'S PROGRAM EVALUATION

DATE: _____ CLIENT NAME: _____

Your constructive evaluation of this program will help us plan for improvement in the future.

1. What is your general evaluation of this program?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Fair ( ) Poor
2. What is your general evaluation of your evaluator?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Fair ( ) Poor
3. Were the goals or objectives of the evaluation clear? ( ) Yes ( ) No
4. Were the goals or objectives met? ( ) Yes ( ) No
5. Were the days and times convenient for you? ( ) Yes ( ) No
   Suggestion: _____
   _____
6. Was the evaluation too long or too short? ( ) Yes ( ) No
   Suggestion: _____
7. Were the evaluation methods appropriate? ( ) Yes ( ) No
   Suggestion: _____
8. Were the materials complete and helpful? ( ) Yes ( ) No
   Suggestion: _____
9. What did you like **most about the evaluation?** _____
   _____
10. How would you like to improve the evaluation? _____
    _____

Other recommendations:

APPENDIX O
THE STANDARDS FOR OPERATING THE SAN ANTONIO COLLEGE VOCATIONAL EVALUATION PROGRAMS

The San Antonio College Vocational Assessment Program is a service which is provided on a systematic, organized basis for the purpose of determining individual vocational objective(s): assets, limitations, and behaviors in the context of work or classroom enviroments in which the individual might function, and specific recommendations which may be used in the development of the individualized education and employment plan.

1. The range and scope of the San Antonio College Vocational Center will be sufficiently comprehensive to assess and obtain information concerning the following:
   - A. Physical and psychomotor capacities;
   - B. Past work history;
   - C. Achievements (e.g., education, vocational);
   - D. Interests;
   - E. Personal and social histories;
   - F. Aptitudes;
   - G. Personality traits;
   - H. Work skills and work tolerance;
   - I. Work habits (e.g., punctuality, attendance, concentration, organization, interpersonal skills);
   - J. Work-related capabilities (e.g., transportation, communication, personal hygiene, money management, tool usage, mobility);
   - K. Potential to benefit from further services which are specifically identified in the final report;
   - L. Educational, employment, training and vocational goals (both short and long term);
   - M. Assessment of the most effective learning style for understanding and responding to various types of instructions.
2. Appropriate assessment tools and methods will be used, when possible, with individuals having sensory, physical, communications, or other functional impairments (e.g., visual, hearing, speech, orthopedic, language, cultural, or learning disabilities).

3. The length of time an individual remains in vocational assessment will be based primarily upon the time necessary to accomplish the individual's evaluation goals. (Limit to three (3) areas stated in D.O.T. titles and codes and three educational referrals).

4. Evaluation data will be supplemented by personal interviews and behavioral observations.

5. Job areas assessed in vocational evaluation will be based on the person's interests, aptitudes, demonstrated ability, and opportunities in the local job market geographically accessible to the person.

6. The San Antonio College Vocational Evaluation Specialist will assure that a variety of work settings and educational opportunities are available and sufficient to meet the stated goals of the individual being served.

7. The Vocational Assessment Center will use the following assessment techniques:

   A. Work Samples:

      1. Work samples will be representative of realistic competitive worker traits and skills.

      2. Work samples will be related to a specific area of work, and will be standardized as to materials, layout, instructions, and scoring.

      3. Competitive norms or industrial standards will be established and used.

      4. Each work sample will have an examiner's manual which specifies:

         a.) Its relationships to the Dictionary of Occupational Titles, Worker Trait, or an appropriate job analysis system;

         b.) Prerequisites, e.g., any specific task requirements which might make administration unfeasible for a given individual; (See#2 above)

         c.) The work sample purpose, e.g., specifically what is the work sample attempting to assess;

         d.) The material and equipment to be used;

         e.) Preparations for testing and the layout of materials;

         f.) Instructions to the individual;

         g.) Instructions for timing, evaluating errors, and scoring if applicable; and

         h.) Instructions for interpreting scores.

8. Based on referral information, the initial interview, and the stated purpose of the assessment, a specific written plan will be developed for each individual. This plan will include:
   A. Medical Screening Information
   B. Educational Achievement
   C. Past and Present Work History
   D. Vocational Interests
   E. Vocational Skills and Aptitudes
   F. Best Learning Style
   G. Short Term Employment Goals
   H. Long Term Employment Goals
   I. Short Term Educational Goals
   J. Long Term Educational Goals
   K. Personality Traits
   L. Recommendations and Referrals
9. For each individual in vocational evaluation, a written evaluation report will be prepared, interpreted to the individual and disseminated to the program manager, referral source, and/or other appropriate agencies or individuals. (See: Appendix-J)
10. Goals of those served will be expressed as D.O.T. titles and D.O.T. codes related to occupations existing in the local community.
11. The vocational assessment center will be suitably designed for effective vocational assessment activities and will be of sufficient space to insure an appropriate evaluation.
12. Equipment used in the vocational assessment center will represent the type used in competitive industry; it will be based on the capability of the person served and the opportunities in the labor market geographically accessible to the person.
13. The normal size caseload of the vocational evaluation specialist will assure adequate time for personal involvement, observation, and individual planning with each person served.
14. The vocational evaluation specialist should have at least a Masters Degree in Education, Sociology, Psychology, Counseling or related field as well as extensive education or training in vocational test administration, scoring and interpretation.

APPENDIX P

VOCATIONAL ASSESSMENT FOLLOW-UP

DATE: _____ NAME: _____ SSN: _____

DATE(S) OF ASSESSMENT: _____

HELLO (name of client)_____

THIS IS (name of caller)_____

at the Vocational Assessment Center at San Antonio College. You visited our center last month, and we want to follow-up with you on some of the things we recommended.

	YES	NO
We recommended that you:		
1. _____		
Did you follow-up on that?	_____	_____
Results: _____		
2. _____		
Did you follow up on that?	_____	_____
Results: _____		
3. _____		
Did you follow up on that?	_____	_____
Results: _____		
4. _____		
Did you follow up on that?	_____	_____
Results: _____		
5. _____		
Did you follow up on that?	_____	_____
Results: _____		

	YES	NO
6. Are you working now?	_____	_____
Doing what? _____		
7. Are you in training now?	_____	_____
Doing what? _____		
8. Are you taking any classes?	_____	_____
What? _____		
Where? _____		

_____

Name of Caller

APPENDIX Q
RESOURCES

The following is a brief list of books that should be on-hand in all vocational assessment centers and available to all vocational evaluation staff.

Adult Basic Learning Examination, (Second Edition),The Psychological Corporation, Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017

Career Decision-Making, American Guidance Services, Publisher's Building, Circle Pines, Minnesota 55014

Dictionary of Occupational Titles,U.S. Department of Labor, Government Printing Office, Washington, D.C.

Dvorin Color Vision Test, The Psychological Corporation, Harcourt Brace Jovanovich, 555 Academic Court, San Antonio, Texas 78204

Experience Education, Project Discovery, 401 Reed Street, Red Oak, IA. 51566

Functional Assessment Inventory Manual, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

Guide for Occupational Exploration (Second Edition), American Guidance Service, Circle Pines, Minnesota 55014

Jackson Personality Inventory, Research Psychologists Press, Ind., Goshen, New York 10924

Materials Development Center,University of Wisconsin-Stout, Menomonie, Wisconsin 54751

Wide Range Achievement Test, Jasteic Associates, Inc, 1526 Gilpin Avenue, Wilmington, Delaware 19806

Micro-tower, 340 East 24th Street, New York, N.Y. 10010

Occupational Outlook Handbook, BLS Regional Offices, 555 Griffin Square Bldg., Dallas, Texas 75202

Psychological Screening Inventory,Research Psychologist Press, Goshen, New York 10924

Singer Education Division, Career Systems, 80 Commerce Drive, Rochester, N.Y. 14623

Tests of Adult Basic Education, CTB/McGraw - Hill, Del Monte Research Park, Monterey, California 93940

The Guide for Occupational Exploration, American Guidance Service Publishers' Building, Circle Pines, Minnesota 55014

The Self-Directed Search-Form E, Psychological Assessment Resources, Inc., P.O. Box 98, Odessa, Florida 33556

Valpar Corporation, 3801 East 34th St., Suite 105, Tucson, Arizona 85713

Vocational Evaluation and Work Adjustment Bulletin, NRA, 633 South Washington Street, Alexandria, VA 22314

ERIC Clearinghouse for Junior Colleges
DEC 9 1988